

**Tsung Tsin Christian Academy
Annual School Plan 2021-2022**

Major concern I: To enhance the effectiveness of learning and teaching

| Targets | Strategies / Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|---|--|--|--|---------------|---|---|
| 1.1 Teachers will become more familiar with the use of various pedagogies in teaching | 1.1.1 Regular sharing sessions and guidance on assessment literacy and assessment methodologies by external experts will be conducted (subject involved: Chinese, English, Mathematic, Biology, Physics & Geography) | <ul style="list-style-type: none"> At least one staff development day about assessment literacy is arranged. More than 60% of the teachers find the contents of training useful. Involved subject teachers find the mentoring and shadowing effective | <ul style="list-style-type: none"> Teachers' evaluation meetings Evaluation Forms Involved subject teachers' feedback | 8/2021-6/2022 | Academic Committee Staff Development Team | Quality School Improvement Project (CUHK) Administration Committee |
| | 1.1.2 Sharing within subject panels (collaborative teaching among panellists focusing on using various pedagogies to build up a student-centred and interactive learning approach) | <ul style="list-style-type: none"> At least one interflow is held in each panel. More than 50% of teachers find it useful in enhancing their teaching effectiveness. | <ul style="list-style-type: none"> Record in meeting minutes Teachers' evaluation | 9/2021-6/2022 | Subject Coordinators | N.A |
| | 1.1.3 Sharing across subject panels by means of open class | <ul style="list-style-type: none"> At least two open classes are conducted. 20% of teachers attend one of the open classes and finds it useful. | <ul style="list-style-type: none"> Teachers' evaluation | 9/2021-5/2022 | Academic Committee | N.A |
| | 1.1.4 Empowering teachers with the confidence and proficiency in using an e-learning platform or e-learning tools such as "Nearpod", "Kahoot", "Quizizz", "Jamboard" to facilitate more interactive and collaborative learning | <ul style="list-style-type: none"> More than 50% of teachers use the e-learning tools promoted. | <ul style="list-style-type: none"> Teachers' evaluation | 9/2021-5/2022 | Administration Committee | Financial support is needed if more facilities need to be upgraded |
| | 1.1.5 Lesson observation conducted by the Principal together with the panel heads to promote good teaching practices | <ul style="list-style-type: none"> More than 50% of the teachers' lessons are observed. Teachers with good performance are invited to give a sharing in Staff meeting | <ul style="list-style-type: none"> Results of lesson observation | 9/2021-4/2022 | Principal, Academic Committee, Subject Coordinators | N.A |

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| 1.2 To review the junior and senior form curriculum in order to best suit students' needs and interests | 1.2.1 Promotion of STEM education in junior forms | <ul style="list-style-type: none"> • More than 80% of students give positive feedback to the STEM curriculum | <ul style="list-style-type: none"> • Students' feedback forms | 9/2021-7/2022 | KLA (Science) | N.A |
| | 1.2.2 Promotion of STEM through joining various competitions and organizing STEM-related interest clubs or activities. | <ul style="list-style-type: none"> • At least four external STEM-related competitions/activities be arranged. • More than 50% of students involved enjoy the activities and are inspired. | <ul style="list-style-type: none"> • Teachers' observation • Students' feedback forms | 9/2021-7/2022 | KLA (Science) | N.A |
| | 1.2.3 Launch of thinking skills training in junior forms | <ul style="list-style-type: none"> • Students find the thinking skills lessons interesting & useful | <ul style="list-style-type: none"> • Teachers' observation • Students' feedback forms | 9/2021-6/2022 | Liberal Studies Department Assistant Principals | N.A. |
| 1.3 To promote effective feedback for learning | 1.3.1 Continuous improvement of assessment in terms of frequency, timely marking and commenting | <ul style="list-style-type: none"> • More than 70% of the students agree with the notion of 1.3.1. | <ul style="list-style-type: none"> • Students' feedback forms | 9/2021-6/2022 | All teachers | N.A. |
| | 1.3.2 Effective use of internal assessment data for the enhancement of learning and teaching e.g. evaluating the exam papers in subject meetings and suggest ways to improve teaching and learning. | <ul style="list-style-type: none"> • Evaluation reports (with suggestions to improve learning) from the three examinations are completed. | <ul style="list-style-type: none"> • Record in the meeting minutes | 9/2021-7/2022 | Subject Coordinators and all teachers | N.A |
| | 1.3.3 Maximising the use of HKDSE Reports to address students' weaknesses and suggesting ways to improve teaching and learning | <ul style="list-style-type: none"> • Follow-up plans in subjects according to the HKDSE Reports are made and implemented | <ul style="list-style-type: none"> • Record in the meeting minutes | 9/2021-2/2022 | Subject Coordinators and all teachers | 2021 HKDSE subject reports will be prepared for each subject Administration Committee |

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| 1.4 To promote a well-disciplined learning habit | 1.4.1 Nurturing the habit of doing pre-lesson tasks and worksheets or viewing relevant videos | <ul style="list-style-type: none"> • More than 90% of the students agreed that teachers are promoting pre-lesson learning. | <ul style="list-style-type: none"> • Students' feedback forms | 9/2021-4/2022 | Principal, Academic Committee, Subject Coordinators | N.A |
| | 1.4.2 Nurturing the habit of note-taking | <ul style="list-style-type: none"> • More than 60% of the students take notes in lessons. | <ul style="list-style-type: none"> • Observation by Principal, Head of Academic Committee & Subject Coordinators | 9/2021-5/2022 | Principal, Academic Committee, Subject Coordinators | N.A |
| | 1.4.3 Nurturing the habit of participating in class activities e.g. discussions and commenting | <ul style="list-style-type: none"> • More than 50% of the students find lessons interactive and they participate well in the lessons | <ul style="list-style-type: none"> • Students' feedback forms • Teachers' observation | 9/2021-7/2022 | Principal, Academic Committee, Subject Coordinators | N.A |

Major Concern 2: To sustain our belief of whole–person development.

| Targets | Strategies / Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|--|--|--|---|---------------|---|---|
| 2.1 To cultivate students as “TTCiAns” with the spirit of school motto and core values of TTCA | 2.1.1 Promoting two TTCiAns core values (“Perseverance” and “Empathy”) to students through the holistic value education system by means of well-structured programmes, such as Class Management, 12-Disciple Mentoring Scheme, Assembly Periods, Morning Devotion and Career Guidance Programmes | <ul style="list-style-type: none"> • The majority of teachers and students agree that the programmes are effective in promoting the core values of TTCiAns. | <ul style="list-style-type: none"> • Teachers & students’ feedback / evaluation forms | 9/2021-8/2022 | Student Development Committee, Religious & Values Education Committee Further Studies and Career Guidance Committee | External organizations or speakers will be invited to run some values education programmes. |
| 2.2 To further develop students’ leadership skills and various talents | 2.2.1 Providing leadership training and encouraging student leaders to participate in internal and external leadership programmes to enrich their horizons | <ul style="list-style-type: none"> • Set up Junior Leadership Training Programme • Student leaders participate in organizing internal training programmes • Student leaders attend leadership training programmes outside of school | <ul style="list-style-type: none"> • Documents of Junior Leadership Training Programmes • Students’ feedback forms • Record of Students’ participation in external training programmes | 9/2021-8/2022 | Student Development Committee, Student Activities Committee, Disciplinary Committee | External Organization |

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| | 2.2.2 Increased opportunities for students to showcase their talents and achievements. | <ul style="list-style-type: none"> • Students' achievements will be reported in the school magazine "TTCiAn", on the school bulletin board or displayed on campus more extensively. | <ul style="list-style-type: none"> • Teachers' observation and feedback • Meeting minutes and document • Issues of the school magazine | 9/2020-8/2021 | Student Development Committee, Student Activities Committee, School Promotion Team | |
| | 2.2.4 Encouraging students to serve the school and actively participate in different competitions | <ul style="list-style-type: none"> • More students are willing to serve the school in different positions. • More students take part in inter-school competitions. • More students submit external award and service records. | <ul style="list-style-type: none"> • Comparison between figures on students' service and participation in inter-school competitions and activities this year and previous years | Throughout the year | Student Development Committee, Religious & Values Education Committee, Student Activities Committee, Discipline Committee | N.A. |
| | 2.2.5 Strengthening the role of student leaders and empowering them through <ul style="list-style-type: none"> i. More participation in organizing student activities ii. Holding elections for student leaders (Students Union and 4-Houses Captains will be elected) iii. Empowering the Student Union and the Representative Council iv. Setting up the Sports Committee | <ul style="list-style-type: none"> • The majority of student leaders think that their leading roles are strengthened. • House Captains are elected by students instead of appointed by teachers • Contribution to school policy making by reflecting opinions from students • Sports Committee can be | <ul style="list-style-type: none"> • Students' feedback forms | 9/2021-8/2022 | Student Development Committee, Student Activities Committee | N.A. |

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| | | involved in organising sports activities • SU holds the SU Forums to reflect students' view to school • SU has the autonomy to hold two events each year | | | | |
| 2.3 To train students to be more courteous and committed to serving others in need | 2.3.1 Providing training on interpersonal skills and communication skills | • At least two training workshops for interpersonal skills and communication skills will be provided for student leaders. • At least five workshops for interpersonal skills and communication skills are arranged for students needed. | • Attendance record of the training workshops • Participants' feedback/survey | 9/2021-8/2022 | Student Development Committee, Counselling & Special Educational Needs Support Committee | EP, Social Workers |
| | 2.3.2 Providing opportunities for students to serve the school and understand the society | • All junior forms students will have the opportunity to serve outside of school. • Around 20 of S3-5 students are trained as the Peer Mentors to serve junior students. • Around 15 students will serve as Green Ambassadors to promote environmental education at school. • S4 and S5 students participate in at least one career visit / internship | • Participants' feedback/questionnaire • Teachers' observation and feedback | 9/2021-8/2022 | Student Development Committee, Religious & Values Education Committee, Counselling & Special Educational Needs Support Committee, Further Studies & Career | External Organization, Social Workers |

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| | | | | | Guidance Committee | |

Major Concern 3: To enhance the effectiveness of the school administration

| Targets | Strategies / Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|--|---|--|--|-----------------|---|--------------------|
| 3.1 To strengthen the administration management | 3.1.1 Use of self-explanatory documentation to provide details of the strategic plans, etc. | <ul style="list-style-type: none"> At least a policy / task showing the details of the strategic plans in school and on Committee level is made/done. | <ul style="list-style-type: none"> Meeting minutes and documents | 9/2021 – 8/2022 | Principal, Committee Heads & Subject Coordinators | N.A. |
| 3.2 To empower middle managers as well as the teachers | 3.2.1 Relevant training for middle managers | <ul style="list-style-type: none"> Middle managers (subject coordinators and Committee Heads) are nominated to participate in training offered by universities or EDB | <ul style="list-style-type: none"> Record of teaching staff's Continuous Professional Development (CPD) | 9/2021 – 8/2022 | Principal | Financial support |
| | 3.2.2 Discussions and voting on major school policies in staff meetings | <ul style="list-style-type: none"> Each instance should be mentioned in staff meetings. | <ul style="list-style-type: none"> Meeting minutes of staff meetings | 9/2021 – 7/2022 | Principal | N.A. |
| 3.3 To strengthen the communication between the | 3.3.1 Regular meetings between the Principal and teaching staff | <ul style="list-style-type: none"> The Principal meets with all new teachers. The Principal meets with at least 1/3 of the current teaching staff. | <ul style="list-style-type: none"> Record of meetings | 9/2021 – 8/2022 | Principal | N.A. |

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| school and teaching staff | 3.3.2 Three teacher representative elected by teaching staff will sit in the regular School Advisory Council meetings | <ul style="list-style-type: none"> Representatives should be free to express the views or opinions collected from colleagues in the regular School Advisory Council meetings. | <ul style="list-style-type: none"> Teachers' feedback | 9/2021 – 7/2022 | Principal | N.A. |

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